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GUIDING PRINCIPLES FOR EVALUATION UNDER THE VOCATIONAL
EDUCATION ACT OF 1963.

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1963,

TEACHERS, SUPERVISORS, AND ADMINISTRATORS OF VOCATIONAL AGRICULTURE PROGRAMS SHOULD DEVELOP AND IMPLEMENT A SOUND PHILOSOPHY OF CONTINUING EVALUATION AT THE LOCAL, STATE, AND NATIONAL LEVELS TO PROVIDE INFORMATION ON PROGRAM RESULTS AND KINDS OF ADJUSTMENTS NEEDED PRIOR TO THE MANDATORY NATIONAL ADVISORY COUNCIL EVALUATIONS. SIXTEEN GUIDING STATEMENTS FOR PLANNING AND CONDUCTING EVALUATION WERE FORMULATED FROM REFERENCES TO EVALUATION IN THE ACT. EXAMPLES ARE -- (1) THE EFFECTIVE AND ADEQUATE EVALUATION OF VOCATIONAL AGRICULTURE WILL BE LARGELY DEPENDENT UPON DATA GATHERED BY VOCATIONAL AGRICULTURE TEACHERS, (2) EVALUATIONS OF VOCATIONAL AGRICULTURE WILL BE PRESENTED IN A FORM WHICH WILL DEVELOP A PUBLIC AWARENESS OF BASIC STRENGTHS OF THE PROGRAM, (3) THE MAJOR EMPHASIS WILL BE ON STUDYING THE SUCCESS WITH WHICH STUDENTS HAVE BEEN PLACED IN JOBS OR IN PROGRAMS OF CONTINUING EDUCATION, (4) EACH PART OF THE PROGRAM WILL HAVE PROCEDURES FOR CONTINUING EVALUATION, AND (5) CONTINUING EVALUATION OF VOCATIONAL AGRICULTURE PROGRAMS CAN BEST BE ACCOMPLISHED BY LOCAL CITIZEN'S ADVISORY GROUPS. IF PROGRAMS NEED TO BE CHANGED, LEADERS IN VOCATIONAL EDUCATION SHOULD BE THE FIRST TO RECOGNIZE THE NEED FOR IMPROVEMENT. THE REQUIRED NATIONAL EVALUATION REPRESENTS THAT WHICH SHOULD HAVE BEEN DONE BY VOCATIONAL AGRICULTURE PERSONNEL IN THE PAST. THIS DOCUMENT APPEARED IN "THE AGRICULTURAL EDUCATION MAGAZINE," VOLUME 37, NUMBER 10, APRIL 1965. (WB)



A. H. Krebs

Guiding Principles for Evaluation Under The Vocational Education Act of 1963

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We now know that our programs of vocational education in agriculture will be evaluated by national "advisory councils" at not to exceed five year intervals. Now is the time to develop and implement a sound philosophy regarding evaluation. We need a philosophy which can guide our efforts to meet the challenge presented by the mandatory national advisory council evaluations. If all we ever do is provide data about our programs for the national advisory councils, we will have failed to meet our full responsibilities regarding evaluation. Data may be interpreted in many ways, depending on the interpreter's background and bias. We must plan for our own continuing evaluations so we will know, long before national advisory councils begin work, what the results of our efforts have been and the kinds of program adjustments needed.

References to Evaluation in the Act

There are at least a dozen references to evaluation in the Act which we should take into account in formulating any philosophy on evaluation. These references to evaluation are as follows:

1. There will be an evaluation at least every five years.
2. Both programs and services will be evaluated.
3. State programs will be evaluated.
4. Local programs will be evaluated.
5. Current manpower needs will be considered.
6. Projected manpower needs will be considered.
7. Current job opportunities will be considered.
8. Projected job opportunities will be considered.
9. The relative vocational education needs of all groups will be considered.
10. Any reports the Commissioner of Education may reasonably expect must be provided.
11. State plans must include provisions for evaluation.

12. Although a national advisory council will conduct the periodic evaluations, the national advisory committee, of necessity, also will be concerned with evaluation.

Some Guiding Statements

If we are successfully to meet the challenge of these periodic evaluations, each of the references to evaluation in the Act must be examined for possible implications for our programs of vocational education in agriculture. The implications must then be verbalized so that we can use them as guides in planning and conducting our own continuing evaluations. These guides may be used as the starting point in the development of our philosophy of evaluation. The following statements are offered for consideration:

Effective and adequate evaluation of vocational education in agriculture will be largely dependent upon data to be gathered by teachers of vocational agriculture.

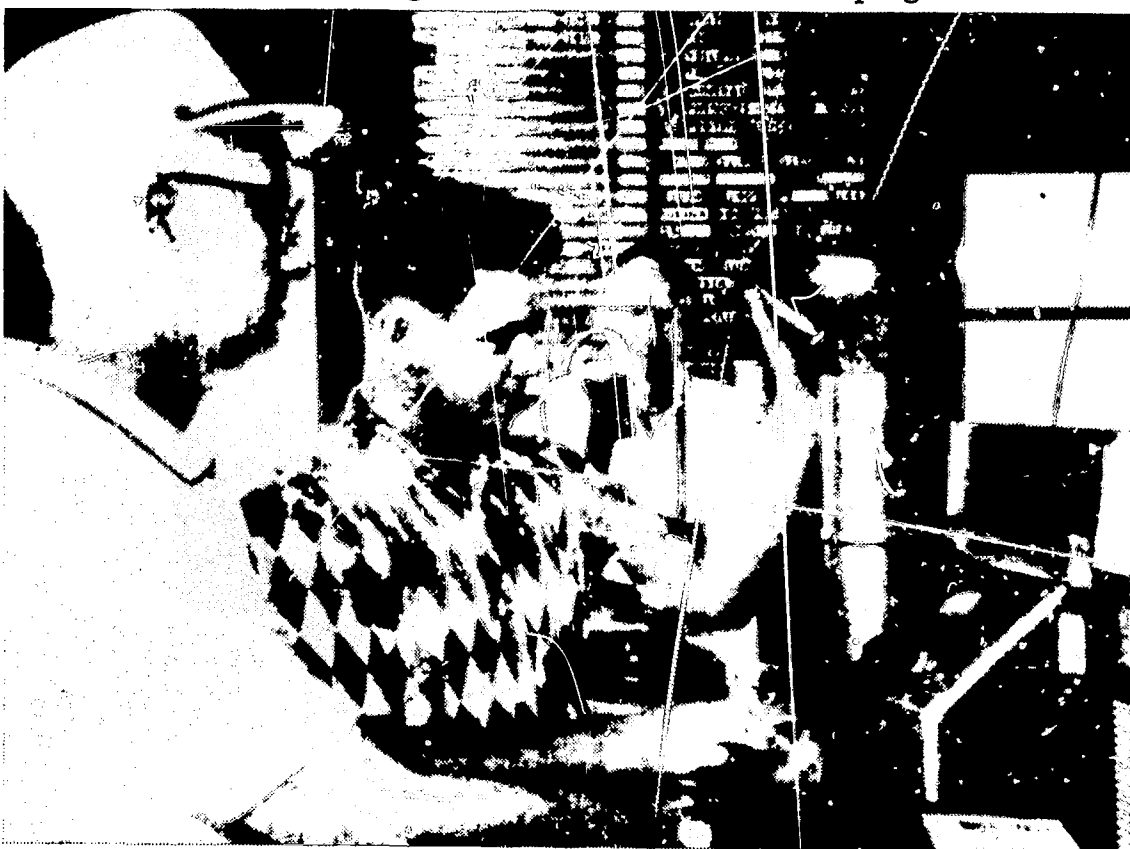
It is only logical to recognize that the efforts of all persons engaged in vocational education in agriculture

are directed toward the achievement of satisfactory programs in the many schools and school communities throughout the country. It is only logical, then, also to recognize that the major burden for obtaining the data for use in evaluation will be placed on the teachers in the schools and school communities in which vocational education in agriculture is conducted. Data collected on a state and national basis have not, to date, reflected the true situation regarding agricultural occupations.

Evaluations of vocational education in agriculture will be presented in a form which will develop a public awareness of the basic strengths of the program.

Over the years, our major efforts in public information programs have centered on the FFA. This will no longer suffice. The public must be helped to identify the words *vocational education in agriculture* with the basic strengths of the program: occupational flexibility, personal development, preparation for continuing education, and preparation for employment.

Evaluation of programs of voca-



Roy Guffey, one of the Division Managers of St. Elmo Grain and Produce, Inc., St. Elmo, Illinois, is observing Richard Hopper, a senior, pour wheat into a moisture tester. In the rear is R. M. Lowe, vocational agriculture teacher, watching this new development in his vocational agriculture program.

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Robert E. Taylor

The Professional Teacher And The State Program

ROBERT E. TAYLOR, Director, National Center for Advanced Study and Research
in Agricultural Education

Vocational education has been thrust into a new era, a period which will demand the best *thinking* and efforts of us all. The technological explosion in agriculture, increased educational innovations, and population mobility are but a few of the reasons for increased emphasis on comprehensive planning and organization of programs on a scale not yet realized. Changes in the occupational structure of agriculture and supporting services, increased specialization, and the accompanying requirement of quality vocational education in depth, plus the insistence by a more enlightened public for efficiency and effectiveness in education, are further recommendations for more extensive, long-range, master planning in agricultural education. It is clear that such planning cannot and should not be done in isolation but must involve representatives of groups with differing responsibilities in the program, of other vocational services and general education, and of the agricultural industry being served.

Through democratic administrative procedures, individual teachers will have many opportunities to contribute to the development and execution of the state program for agricultural education. Some of these are by: (1) Conscientiously reflecting changing needs for agricultural education, (2) sharing innovations and promising ideas with state staff members and others, (3) serving on planning and evaluation committees, and (4) especially by being a *professional teacher*.

Planned state programs are needed but the success of any educational program ultimately resides in the *professional* performance of each individual teacher. The expanding cumulative effects of individual professional teachers, working in concert with their fellow teachers in vocational and general education and in cooperation with parents, employers, and state staff members and others, will determine the real contributions

and values of the planned state program.

The future will require professionalism of the highest order on the part of teachers and staff. Perhaps you are asking, "What do you mean by 'professional'? What can I as an individual teacher do to adequately exert needed leadership?" You can do much! It seems to me that if the professional teacher does the following he will maximize his contributions to the state program and to his immediate clientele.

The *professional* teacher:

1. Is alert to trends and needed adjustments in his field. He maintains a positive attitude toward change.
2. Is interested in continuously improving his professional competence. He recognizes the need for constant training and retraining. He reads broadly, talks with leaders in various fields, and is informed.
3. Takes advantage of graduate education and the opportunity to work for an advanced degree. He participates in other in-service activities. He reads his professional magazines and supports his professional organizations.
4. Develops and maintains effective relationships. He becomes an effective part of the school and community.
5. Develops an understanding of the purposes and procedures of other vocational services.
6. Performs with a high degree of competence. He effectively plans and conducts a comprehensive program.
7. Is concerned with *standards* and *quality*, not only in his own department but also in the total program in the state and nation.
8. Focuses on serving others. He is not concerned with self-aggrandizement, perpetuation, or empire building but rather with improving the lives and circumstances of his students.

9. Recognizes his *professional obligations* to identify and recruit capable young men for the agricultural education profession.

10. Maintains a positive attitude toward his job and his program. He believes in the future of agriculture and in what he is doing. He tells others about it.

In this age of science and technology we recognize the need for knowledge but we should remember that knowledge is not all. The good teacher *knows* but he must also *be*—for attitudes are frequently caught, not taught. Remember, we teach more than agriculture.

Planned state programs are needed but their success or failure hinges on the professional performance of individual teachers. Therefore, state programs should give major consideration to encouraging and assisting teachers in attaining professionalism. □

John Deere Foundation Fellowship

The National Center for Advanced Study in Research in Agricultural Education, is in the process of selecting the recipients of a new graduate fellowship. This fellowship for a full year's graduate study is sponsored by the John Deere Foundation and will begin with either the Summer or Fall Quarter of 1965. This fellowship is offered to an individual on a state supervisory or teacher education staff who is interested in pursuing full time graduate work. Nominations have been made by head state supervisors, head teacher educators, state directors and chief school officers. □

STUDENT SUBSCRIBERS

Business Manager, T. L. Faulkner, says that more teacher trainers than ever have taken advantage of student subscriptions to The Agricultural Education Magazine this year. The low rate of only \$1. per year is possible because the teacher trainer at each institution collects for all subscriptions and distributes the copies to members of his classes.

tional education in agriculture will emphasize both programs and services for all age levels and for persons of all levels of ability.

The emphasis in the Act on programs for the handicapped, for high school youth, for older youth, and for adults indicates that programs are expected to serve "all persons who desire vocational education and who can profit from it."

Each part of the program of vocational education in agriculture will have built into it procedures for continuing evaluation.

We know we are going to be asked for information at regular intervals. We cannot be forever going back to "dig up" the information requested. This is wasteful of time and subjects evaluation to greater possibilities for error than are necessary.

Evaluation will be comprehensive in that it will include evaluation of all phases of the program at all levels: administration, teacher education, program development and program conduct at local, state, and national levels.

The Act provides that "state plans" will include policies and procedures for periodic evaluations of state and local programs. The relationships among the local, state, and federal agencies dictate that the influence of the actions of each on program development and conduct be considered in any comprehensive evaluation. Many persons are completely unaware of the continuing evaluation of teacher-training programs and of evaluation of administration at the state and national levels. The reference in the Act to "programs and services" also implies that nothing will be overlooked.

The major emphasis in evaluation will be on studying the success with which students have been placed in jobs or in programs of continuing education. Of only secondary importance will be whether the job or educational program in which the student was placed is in the same field as the preparatory vocational program which the student pursued.

Of primary importance to the nation is the successful placement of individuals in jobs or in programs of continuing education. Those vocational education programs whose students consistently are successfully placed will be considered worthy of the continuing support of the nation.

Evaluation procedures will em-

phasize program development in relation to projected manpower needs and job opportunities.

The continuing successful placement of students in jobs and programs of continuing education will be partially dependent on careful estimates of future manpower needs and job opportunities. In this respect, of critical importance to agricultural education will be a positive identification of jobs with the agricultural knowledge needed in those jobs and an identification of manpower needs with agriculture as an industry.

Evaluation criteria and procedures will extend beyond those implied by legislation or those requested by evaluation groups.

Unless the agricultural education profession takes an active part in the development of criteria and procedures for evaluation, it is quite possible that the vocational agriculture program will be evaluated on the basis of various kinds of "nose counts" only. The profession is aware that many aspects of personal development cannot be merely "counted."

Both the process and the product of programs of vocational education in agriculture will be evaluated.

It is to be expected that the successes or failures of our programs in terms of product will be identified with the processes used to achieve those results.

Evaluation will be in terms of total vocational education programs as well as in terms of specific vocational education areas. Comparisons will be provided for among the various areas of vocational education.

Since programs are to be evaluated "in the light of current and projected manpower needs and job opportunities" with appropriate adjustments in financial support to follow in accordance with the findings, it is inevitable that evaluations will result in comparisons among the various vocational education areas. Failures, as well as successes, will be traced to specific vocational programs. The benchmarks have already been established by the study of the panel of consultants on vocational education.

Every person engaged in vocational education in agriculture or affected by it will be either directly involved or represented in the evaluation process.

It has always been part of our basic philosophy to secure the participation of persons affected by a program in the evaluation of that program. The broad representation on the national advisory committee and on the national advisory council appears to be an extension of this philosophy to the state and national levels.

Information obtained by program evaluations will be disseminated by appropriate means and in suitable forms to the general public.

In the final analysis, it is the public which has the power to approve or disapprove educational programs supported by public funds. The general public should be the first to learn of the results of our continuing evaluations.

Information obtained by program evaluations will be summarized and distributed to the agricultural education profession and to evaluation groups in suitable forms.

Technical reports of evaluations should be distributed to the profession and to evaluating groups for use in adjusting programs to changing social and economic conditions. Directions regarding the form of reporting desired by state and national evaluating groups should soon be available.

Findings from continuing evaluations will be utilized in program development through pre-service and in-service programs of professional preparation and improvement for teachers of agriculture.

One of the real values of continuing evaluations should be the rapid adjustment of programs to meet changing needs. If this value is to be realized, the results of evaluations must quickly be injected into the mainstream of programs of teacher education.

Evaluations of vocational education in agriculture will be based on objectives stated or implied in legislation, by evaluation groups, by the profession and by local community groups.

Periodic evaluations by persons outside the profession will force us to become more familiar with those features of our programs the evaluators consider important. We will no longer be able to rely on the acceptance of our own criteria as the only basis for evaluation.

The challenge of continuing evaluation of vocational education in

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rollment is up 20% this year.

Even the weaknesses I expected to show up have not materialized to any great extent. I had expected complaint from the classes that there are not two "shop days" in each week. This never came. Thus far, I have

not heard any objection from the parents whose sons are not able to construct farm equipment in the school shop. There are fewer class periods where the teacher does not have advance preparation, but on the other hand, farm mechanics instruc-

tion has taken on more meaning to me because of the feeling that much more is being accomplished. There is some confusion when a class first goes into the shop at the beginning of a block of farm mechanics instruction, but it is not nearly as great as that caused by 14 students trying to use 1 power saw or 3 welders at one time.

In short, the blocking of farm mechanics instruction in the curriculum has made a definite improvement in my department, and I feel should be strongly considered by all vocational agriculture teachers. □

Vocational Agriculture III (Note: Almost the whole 180 days this year is spent in farm mechanics, but not necessarily in shop work.)

Soil and water conservation

terraces	windbreaks	} conducted as field trips
waterways	contour farming	
dams	grassland farming	

Slide Rule instruction (classroom)

Farm Electrification

Principles (classroom)	} Rotation schedule
Wiring SPST & SPDT switches	
Wiring 3-way switches	
Wiring 4-way switches	
Wiring entrance panel and branch circuits	
Servicing electric motors	

Farm Power

Principles (classroom)	} Rotation schedule
Disassemble and assemble magneto	
Disassemble and assemble single updraft carburetor	
Wire electrical system and service electrical system	
Adjust valves and check compression	
Service power transmission systems	

Farm Machinery

Principles (classroom)	} Teacher or student demonstrations
Adjust planting machine — corn planter head	
Adjust mowing machine	
Adjust tillage machine — plow and cultivator	
Adjust and service hydraulic system	
Adjust harvesting machine	

Farm Buildings

Principles (classroom)	} Rotation schedule
Cutting rafters	
Laying out foundations	
Masonry construction	
Laying shingles and metal roofing	

Vocational Agriculture IV

Farm Mechanics Management (classroom)

Fitting the farm mechanics program into the total farm management picture
Selecting and buying machinery to fit the farm

Construction of large projects

Equipment which will contribute to the total farming program
Utilize skills learned in previous year(s)

Suggested activities:

- Service and overhaul tractor or stationary motor
- Build electrical powered equipment
- Build automatic feed wagon
- Build grain box
- Build loading chute
- Build running gears
- Build shop equipment

EVALUATION . . .

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agriculture can best be met through continuing evaluation by citizen advisory groups at the local level.

The best way to insure satisfactory national evaluations is to secure continuing satisfactory local evaluations. Continuing local evaluations can best be provided through school sponsored citizen advisory committees. Evaluators and legislators value highly the reports of such groups.

Now Is The Time For Action

The required periodic evaluations represent only that which we should have been doing all along. Because we failed, we are now being prodded in a not too gentle manner.

If we wish to play an influential role in the evaluation of our program, the time to take action is now. We must not wait until national evaluations have been completed. If our programs of vocational education in agriculture need to be changed, we should be the first to recognize that fact and the first to suggest the kinds of changes which will result in the needed improvements.

By virtue of the dedicated efforts of many people who believe strongly in vocational education in agriculture, we have been given the opportunity to demonstrate what can be done. Because of the legislated periodic evaluations, that which we accomplish will be known to the entire nation. If we have the vision and the ability to do what should be done, the Vocational Education Act of 1963 will forever mark the dawn of a truly golden era for vocational education in agriculture. □

"If we open a quarrel between the past and the present, we shall find that we have lost the future." Winston Churchill.